

THE NEW MERRILL SPELLER



ELEMENTARY BOOK

CHARLES E. MERRILL
COMPANY



THE NEW MERRILL SPELLER

BY

STERLING ANDRUS LEONARD

ASSOCIATE PROFESSOR OF ENGLISH, THE UNIVERSITY OF
WISCONSIN, AND THE WISCONSIN HIGH SCHOOL

AND

EDITH A. WINSHIP

JOINT AUTHOR OF THE MERRILL SPELLER

ELEMENTARY BOOK



CHARLES E. MERRILL COMPANY
NEW YORK CHICAGO

COPYRIGHT, 1924,
By CHARLES E. MERRILL CO.

[7]

PREFACE

THE NEW MERRILL SPELLER is built on the plan of intensive work on a minimum list. The development of the spelling habit, of the individual conscience and pride in correct spelling, is more important than practice in spelling a list of several thousand words. For each year this Speller sets before the class a minimum list on which every pupil should secure the hundred per cent record. This list is made up of the types of words that cause difficulty (as *having, getting, stopped*) and the universal demons (as *their, too, always*). In the second and third grades these words are designated as "Star Words"; in the upper grades as "One Hundred Per Cent Words." If the pupil, following this Speller through to the end, secures absolute mastery of this minimum list, we may feel confident that he can spell a much longer list of words because of the type words he has mastered by repeated learning and, most important of all, that he is equipped with the spelling habit. For mastery, possible with a restricted list of essentials, is an altogether different matter from a mediocre achievement of seventy or seventy-five per cent in a much longer list. The full list of words taught in the Speller gives him his working vocabulary for everyday use; he is tested on all these, has his attention directed to them, and studies them only if he needs to.

There is much that needs to be done to aid the pupil in acquiring the power and habit of correct spelling, beyond giving him lists of carefully selected words. The words should be grouped in such a way as to reënforce each other. Eye, ear, or hand should be directed to the danger spots. Troublesome words should be "hammered on" persistently. These various aids and methods have been developed with special care in this series.

Spelling is preëminently an individual matter. Investigations may determine the words in frequent use that are generally misspelled and may indicate the point of spelling difficulty within the word ; but Mary or John may never make the spelling mistake that is expected. By means of pre-testing the best modern teaching of spelling helps each child to find out which words he needs to study and then to focus his work on those words, passing over the ones that give him no trouble.

The relative difficulty and the grading of the words selected for this book have been tested in schools in various localities, and the results secured have been compared with the grading of other investigators. In general, our purpose has been to defer difficulties until the point where the child of average ability can be expected to master them — MASTER, not make an attempt at mastery.

To the many teachers who have helped by testing the lists with their classes and by giving advice, criticism, and constructive suggestions on the lists, grading, method, and countless details of the manuscript, the authors express their appreciation and indebtedness.

FOREWORD TO TEACHERS USING THIS SPELLER

THE words in this Speller have been chosen with the help of all the scientific studies of the spelling problem available to date. The fundamental ideas of the book, derived from these studies, are :

(1) Only those words should make up the spelling vocabulary which belong to the writing vocabulary of the student, and not those which belong to his larger vocabularies of speaking and reading ; that is, one needs to know the spelling of words which he writes, and of no others.

(2) Of this number, smaller than that in most spelling books in the past, comparatively few words actually present real spelling difficulties and need to be taught ; but the teaching of these few is a much more exacting business than we have commonly assumed.

Mr. C. H. Ward ¹ has calculated, on the basis of studies by Dr. W. F. Jones, Mr. B. M. Sheridan, and others, that *two hundred words really mastered mean practically a solution of the spelling problem*. His list, revised by tests in classrooms and re-graded, and the derived and allied forms built about it, constitute the core of essential *words to be taught* presented in this Speller. These words must be drilled on with vigor and with motive for their use, and must reappear frequently in reviews and in new situations in sentence context. They are the minimum essentials of a successful teaching of spelling — the words for which no teacher can evade responsibility. The reasonable demand by supervisors and admin-

¹ Report of the sub-committee on the mechanics of writing, Economy of Time Committee of the National Council of Teachers of English, printed in *The English Journal*, February, 1919.

istrators is that correct spelling of the portion of this fundamental list assigned to any grade should be *100 per cent mastered by all who are capable of passing the work.*

These words must be taught, not merely tested. And they must be mastered not merely in dictation, but in the pupil's actual, everyday use of words — in his writing of compositions and letters. It is, therefore, the suggestion of the authors of this book that pupils be given a passing mark in spelling on the basis of their mastery of these 100 per cent words in all their writing situations in the given grade. This is based on the pedagogically sound and sensible notion of working always for the mastery of units which the young people can comprehend or do — an idea well presented in an article by Professor H. L. Miller and Miss Johnson.¹

Marks higher than the passing grade in spelling will, if this plan is followed, be made up on the basis of the pupil's performance on the remainder of the vocabulary of the Speller, the words which it may be assumed — as a result of scientific studies of adult vocabulary — that they will all eventually need to know how to spell. But if the fundamental list is thoroughly mastered, we can be fairly sure that the pupils will meet few difficulties with the rest of the words.

We should, of course, test the ability to spell all the words given in the lessons of the grade. This preliminary testing is the proper first step in teaching spelling. The words which any pupil misspells constitute the list which he should be required to study; and he must prove his mastery of them. It would be well also to mark for special attention in review any words that disclose difficulty for *a large proportion of the class*, and have the pupils keep lists (or menageries) of their individual "black beasts." But most of the words outside the fundamental list need give us little uneasiness; if this list is really mastered, the solution of the spelling problem is clearly in sight.

¹ Miller and Johnson, "Directing Study for Mastery," in *The School Review*, December, 1922.

SOME SUGGESTIONS AS TO METHOD

Many helpful discoveries as to methods of teaching spelling have been made by scientific students of the problem, and these have been used in the preparation of this Speller. The following suggestions, mainly from articles by Dr. Gray, Mr. Ward, Dr. Horn, Dr. Tidyman, and Dr. E. O. Finkenbinder, are assembled here for the benefit of teachers.

1. Before studying the spelling of a word, find out whether the pupil already knows how to spell it. *Dictate it first*, in a phrase or a sentence, or at least with a clear indication of its meaning, and discover which pupils misspell it and what mistake they make. Give them the right spelling; let them correct their error by writing in the letters omitted or wrong and by striking out letters falsely added. Then let them study the word, thus focused in attention.

The idea that once misspelling a word sets up a bad habit fatal to its mastery has been definitely disproved. Dictate the word first and discover its difficulty, if there is any. This procedure gets results, and it is recommended especially in dealing with the fundamental list, which is certain to cause most trouble.

2. Spelling must be *actually taught*, not tested merely, as has been oftenest done. Many devices for help on difficult words have been assembled in this text, especially the grouping of words that reënforce each other. We especially recommend constant watchfulness to *keep out confusing forms* till each group is thoroughly set, and to put the words into such context as they will most frequently occupy. In particular, the transfer from writing single words to writing sentences and to using the words in spontaneous writing must be assured by constant watchfulness, not *assumed* as following inevitably from correct work in spelling lessons.

3. The plea of carelessness must not be allowed or assumed. Too often teachers add an extra *o* on to *bad* in the theme, not realizing that they are palliating a damaging confusion. More than a

slip — a deep-lying difficulty — is responsible for that apparently simple error. It must be uprooted from the bottom. The same thing is true for the possessives, particularly *its* and other pronoun forms. Long effort is necessary for mastering these apparently easy words.

4. The pupil should be told *not* to think of spelling when he is actually writing a composition or a letter. The ideal is, of course, automatic and perfect spelling, particularly of the essential words, and this series of Spellers actually hopes to make considerable progress toward attaining this ideal.

But though we should not think of the spelling while writing a letter, it is necessary to proofread carefully before a writer shows his work to anybody. Proofreading by each pupil of his every piece of writing is an absolute essential to mastery. He must learn this, step by step — first of all, by going through every composition in search of all words on the *fundamental spelling list* for his own and for preceding grades. This means more successful teaching of spelling than hours of drill on large lists of words which do not cause him trouble.

Spelling periods used for proofreading written work in other subjects — each pupil examining his own paper or some other person's — pay richly in forwarding the mastery of spelling. Coupled with reviews of the fundamental words, especially where these words appear unexpectedly in natural sentence context, proofreading forms the final mile of the journey in the mastery of spelling.

5. If, during every term or twice a year, the pupil can be given *definite measures of his accomplishment* by means of tests on which his grade shows specifically how far he has gone, he is provided with a constant incentive to advancement. These tests should show, not so much how he compares with others in the class, but how he stands in comparison with ten thousand sixth-graders all over the country. Such grades and tests are provided in the scales of spelling words now available — particularly the Anderson-

Ashbaugh scale from the University of Iowa. These scales are not in any sense final or finished; they do not show arbitrarily and absolutely what words ought to be taught or in what grade they ought to be taught; but they do portray actual facts and conditions about spelling and make clear to a child where he stands and how he is going on.

In conclusion, we may safely say that success in the teaching of spelling is possible today as it has never been before. We know what words cause serious trouble; we have found that these words are amazingly few, even while we have found how difficult they are to teach and what intensive application is required to help pupils master them. And we know, better than ever before, how to apply this intensive effort to their mastery. If schools will concentrate their attention and energy on *100 per cent mastery of the fundamental lists* in this Speller, it is not too much to say that mastery of the greatest part of the spelling difficulty is measurably safe and assured.

SECOND YEAR



For Lesson 1, write your name and under it write the name of your grade. Make all the letters look just right.

2

I am in the second grade.

am

the

in

3

We are in room 3.

room

are

we

1

4

by
play

A play by
the second grade
in room 3.

When we give a little play, we will write some signs like these in Lessons 4, 5, and 6.

5

to see
come

Come to see
the play by
the second grade.

Write a sign like this one. Can you write the words without copying from the book?

6

you
will
our

Will you come
to our play
in room 3?

7

dear
first

Dear First Grade,
Will you come
to see our play?
Second Grade

8

I am
dear

come
our room

by
first

9

this
way

→
Come this way
to room 3 to
see the play.

Here is a sign that we may put in the hall on the day we give the play.

10

✓ may
playsay
waylay
hay

11

Dear Second Grade,
We will come
to the play.
First Grade

Copy this letter. Then see if you can write it without looking at the book.

12

this

see

say

we are

lay

you

13

car

cap

boy

dog

Make some sentences about things you see in the picture on page 5. Write one of your sentences. Begin, *I see* —



14

go

stop

man

Have you seen signs like these? What do they mean? See if you can make these signs on your paper.

15

The man tells the car to stop. He will tell when the car may go.

when

he

tell

tells

16

run	sit	play	stop
runs	sits	plays	stops

17

It is fun when we go fast in the car.

fun	it	is	fast
-----	----	----	------

18

boy	when	fast
tells	runs	our dog

Can you write the word *boy* so that the first letter is very easy to read?

19

hat	me	us	at
bag	day	and	she

These look like easy words. Can you write them all?

20



one cent

ten cents

When you play store, do you make paper money?

21

one man	come	you are
the first day	dear	this cent

22

We pay ten cents for a ball.

pay	ball	for
-----	------	-----

Who can write the most words that end with *ay* as in *pay*?

23

✓ all	call	wall
tall	fall	hall

When you write these words, try to make the last two letters just the same size and just alike.

24

I have a ball. It is a big red one.

have	red	big
------	-----	-----

25

We all play ball. We hit the ball
with a bat. Have you a bat?

bat hit with

How many words can you write that end with *at*
as in *bat*?

Be sure to close each *a* when you write it.

26

so	no	on	my
get	men	if	him

Here are some useful little words that we often write.
Can you spell them all?

27

pay	big	red	for
have	one	she	with

Eight little words for you to spell;
Be sure that you know them very well.

28

When we have a play in our room,
will you come to see it?

Copy this sentence. Then see if you can write it
without looking at the book.

Do you always join the first two letters in *when* and
will so they are easy to read?

29

will

bill

kill

fill

hill

mill

Write these words. When you write them, be sure to
put a dot directly over each *i*.

30. Star Words

come

dear

first

have

when

one cent

our dog

If you can spell all these words right, perhaps your
teacher will put your name on the blackboard with a
star after it. You might cut out a paper star and wear
it too.

New Words in Lessons 1-30

all	fall	lay	sit
am	fast	man	sits
and	fill	may	so
are	first	me	stop
at	for	men	stops
bag	fun	mill	
ball	get	my	tall
bat	go	no	tell
big	hall	on	tells
bill	hat	one	ten
boy	have	our	the
by	hay	pay	this
call	he	play	to
cap	hill	plays	us
car	him	red	wall
cent	hit	room	way
cents	if	run	we
come	in	runs	when
day	is	say	will
dear	it	see	with
dog	kill	she	you

31

mother
some
come

Dear Mother,
Will you come to see
the second grade some
day?

Mary

What letters are alike in *some* and *come*?

Write a letter like this and sign your name. Make it look so well that you will be proud to take it home.

We use capitals for *Dear Mother* in a letter.

32

My mother will be glad to come to see our class some day.

class be glad

33

When my father plays ball with me, we have a good time.

father time good

34

girl	boy	day	ball
girls	boys	days	balls

35

We are glad to have our fathers and mothers come to see our class.

Can you write this sentence without making a mistake?

36

✓ up	bit	lip	bug
cup	fit	tip	rug

Write these words. Perhaps they are not so easy as they look.

37

time	cup	glad
girl	good	class
mother	some	father

38

What time do you go to bed?

When do you get up?

what when do bed

What letters are alike in *what* and *when*?

Ask your teacher if you say *what* and *when* correctly.

39

The sun is up in the sky when I get out of bed.

the sun of out sky

40

What day is it?

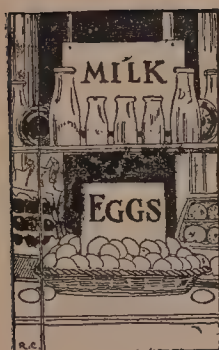
What time is it?

What room are we in?

After you write these sentences, you may tell your teacher the answers.

41

fat	met	not	got
cat	let	hot	lot

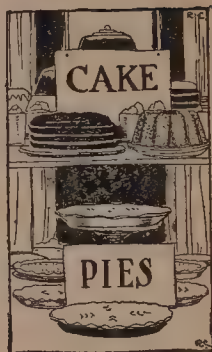


42

an egg
eggs
milk

43

cake
pie
pies



The signs on store windows tell us what we can buy.

What signs do you see on the way to school? See if you can write a sign.

44

sat	fed	pig	ran
pen	leg	hop	pin

Find three words here that begin with the same letter. Write them. Be careful not to make that first letter too tall.

45

Did you see my dog run down the hill?
He can run fast.

down	did	can	hill
------	-----	-----	------

46

cake	sky	milk
the sun	out	pie
an egg	down	what

47

Our dog can beg for his food.

food	beg	his	for
------	-----	-----	-----

48

He jumps for joy when he sees me.

jump	see	joy
jumps	sees	when

In this lesson you will find a letter that you do not write very often. See if you can get *jump* right the first time.

49

old	told	gold
cold	hold	sold

When you write these words, see how well you can join *o* to the rest of the word.

50

This is a very cold day. My hands
are as cold as ice.

very	as	hand
ice	this	hands

51

very good	very glad
dry	hot tall
full	dear fast

Write each of these six words with *very* in front of it.

52

food	ice	very
full	jump	joy
told	hand	sold

53

new

read

book

Dear Mother,

We have a new book.

I can read it to you.

Ned

54

✓ look

cook

took

hook

Be sure that the lower part of your *k* is not too large.

Make up some sentences about these words. See who can tell the class the best sentences.

55

See what I have.

Look at our new book.

When may I read to you?

Can you write these sentences without making a mistake?

56

up or down

new or old

go or stop

wet or dry

57

The sun has not set yet. See how big and red it looks.

has

set

yet

how

looks

58

I am very far away in the sky.
You see me when the sun has set.
What am I?

far away sky what

How many children can give an answer to the last sentence? Can you draw your answer or write it?

59

took	far	how
has	yet	book
read	look	away

60. Star Words

down	father	mother	new
some	very	what	

How many children can wear a star because they spell all these words right?

New Words in Lessons 31-60

This list does not include words from earlier lessons.

an	egg	how	pies
as	eggs	ice	pig
away	far	joy	pin
balls	fat	jump	ran
be	father	jumps	read
bed	fed	leg	rug
beg	fit	let	sat
bit	food	lip	sees
book	full	look	set
boys	girl	looks	sky
bug	girls	lot	sold
cake	glad	met	some
can	gold	milk	sun
cat	good	mother	time
class	got	new	tip
cold	hand	not	told
cook	hands	of	took
cup	has	old	up
days	his	or	very
did	hold	out	wet
do	hook	pen	what
down	hop	pie	yet
dry	hot		



61

I see ——— flags.
Ned has ——— flag and
Mary has ——— flags.

one flag two flags
three

Be sure to put the right
word in each blank.

62

If her father gives her two flags, Mary
will have ——— flags.

four her give gives

63

all	took	fall	gold	wall
told	hall	hold	hook	cook

In this list you will find three word families. Find
the words of the *all* family and write them.

Write the words of another family.

Then write the words of the third family.

64

Father told me how to make a box.
Now I can make one.

make box now how

65

box fox six mix fix

After you write each word, cover all but one letter.
Did you make that letter so it is easy to read? Try
each letter to see if you can read it when it is alone.

66

three give four six her
make fix fox now two flags

67

The cow gives us milk. We make
butter from milk.

butter from cow milk

68

Our cat likes milk. She asks us to
give her some milk.

like likes ask asks



69

We will ask the man if he has some
tops or balls to sell.

sell top tops some

70

Have you any tops? How many can
I get for ten cents?

any many

If you take away the first letter in *many*, what word
do you have?

Remember that *any* begins with the first letter of
your a-b-c.

71

toys dolls bells books

Write the word *any* before each of these words.
Then write *many* with each word.

72

How much do the balls cost ?

This one costs five cents.

much cost costs five

73

Mary asks the man if he has any _____.
She asks how much a _____ costs.

How can you finish these sentences? Write the sentences you make.

74

✓ tell	but	bad
fell	cut	sad
well	nut	glad

Little words are not always easy. Do not get caught on these.

75

many	like	doll
asks	any	cost
much	from	butter

Write the names of the numbers from 1 to 6.

76

The birds fly far away when the cold days come.

fly	bird	birds	away
-----	------	-------	------

77

I saw a red bird one day. Now I have seen two red birds.

saw	have seen
-----	-----------

Ask your teacher if you say the word *saw* correctly.

Tell your class something that you *saw* yesterday. Then tell something else that you *have seen* lately.

78

You had five cents. I gave you four cents. Now you have ———.

nine	gave	had	four
------	------	-----	------

79

✓ make

bake

wake

cake

take

lake



80

Let us make mud pies. We can bake them in the hot sun.

them

mud

pies

bake

81

Who will buy our mud pies? We have some to sell.

who

buy

sell

our

82

I will buy two of your pies. How much are they? I will take them now.

they them your

What letters are alike in *they* and *them*? Ask your teacher if you say these words right.

83

Who has some cakes to sell? I will buy them if they do not cost very much.

Show your teacher that you can spell all these words.

84

nine mud who fly your
asks they seen bird buy a cake

85

I have lost my book. It was a new one.
Have you seen it?

lost was a new book

86

I saw many books in the room, but I did not find any of mine.

mine find room saw

87

joy

lake

fell

bell

toy

boy

wake

take

tell

Write these words in three lists. Put each word family together.

88

What have you in your hand? Have you a ——?

Guess what Ned has in his hand. Then write these two sentences. Can you guess four things that Ned might have?



89

lost

mine

find

mix

was

saw

five

gave

them

90. Star Words

any

many

they

two cents

asks

much

who

buy a ball

Can you win a star for spelling all these words? See if everyone in the class can get them all right.

New Words in Lessons 61-90

This list does not include words reviewed from earlier lessons.

any	cut	her	sell
ask	doll	lake	six
asks	dolls	like	take
bad	fell	likes	them
bake	find	lost	they
bell	five	make	three
bells	fix	many	top
bird	flag	mine	tops
birds	flags	mix	toy
books	fly	much	toys
box	four	mud	two
but	fox	nine	wake
butter	from	now	was
buy	gave	nut	well
cost	give	sad	who
costs	gives	saw	
cow	had	seen	your

91

sing
song
new
dear

Dear Mother,
We have a new song.
I will sing it to you.
Mary

92

One day our dog went out to play with me. We went a long way and I lost him.

went long with lost

93

We were all glad to see him when he came home.

were home came

94

ring

same

king

name

wing

lame

Who can make the best sentences about these words?

95

I have been to a ball game with my father. It was the first time I had seen him play ball.

have been had seen game first
What letters are alike in *been* and *seen*?

96

What shall we do when our mothers come to school?

school shall come when

97

We can sing our new song. We can play a game. We shall all have a good time.

See if you can get every word right.

98

went	name	wing
been	shall	home
school	long	were

Write the words that begin with the same letter.

99

help

love

much

Dear Father,

We are all well at home.

I help Mother as much as
I can.With love,
Ned

100

I love my father and mother. I try to help them. They take care of me and are very good to me.

care

try

they

very

101

I can take care of the baby. That is the way I help my mother all the time.

baby

that

time

102

I try to put the baby to sleep. I sing
to her so that she will not cry.

cry put sleep

103

She has two big blue eyes.

blue eye two eyes

104

She is only one year old. She has been
a good baby. We all love her.

only year love

105

It is good for us to eat eggs and butter
and milk. They all help us to grow.

eat grow butter eggs

106

care	help	grow	only
that	year	put	eat
sleep	blue	baby	eyes

107

Mother likes to come to school to hear us read and sing.

hear ear ears read

Copy this sentence: I hear with my ears.

108

Father came to school one day. We were very glad to see him. It was the first time he had been in our school.

See if you remember how to write all these words.

109

Ask your father if he will take us down to the park to hear the band play.

band park ask down

110

sand	good
land	hood
stand	stood

111

The baby has eyes as blue as the sky.
When I hear her cry, I run to play with
her.

Show the class that you can spell all these words.

112

Who lost her sheep? Did she ever
find them?

sheep ever them who

113

Who went up the hill to get a pail of
water?

Who went to sleep and let the cows get
into the corn?

water a pail into corn

114

Did you ever see a cow jump over the
moon?

over moon jump

115

I never saw a dish run away with a spoon.

dish

spoon

never

116

ears

park

pail

moon

over

land

sand

dish

hear

ever

spoon

never

stand

stood

sheep

water

117. Star Words

any

dear

have

only

asks

down

many

school

been

father

mother

some

come

first

much

they

See if everyone in the class can get a perfect mark in spelling the words of Lessons 117 and 118.

All the children who are perfect on these lessons may skip Lessons 119 and 120.

118. Star Words

very	what	our baby	a new ring
went	when	blue eyes	hear the bells
were	who	one cent	buy two balls

If you can write every word in Lessons 117 and 118, you are ready for the spelling lessons of the next term.

119

1. We have been in school only two years.

2. When shall we ask our mothers to come to hear us sing the new song?

120

1. Have you any blue balls? I like them very much. How many can we buy for ten cents?

2. Some day my father will take that dear baby boy out in our car.

New Words in Lessons 91-120

This list does not include words reviewed from earlier lessons.

baby	eyes	moon	sheep
band	game	name	sing
been	grow	never	sleep
blue	hear	only	song
came	help	over	spoon
care	home	pail	stand
corn	hood	park	stood
cry	into	put	that
dish	king	ring	try
ear	lame	same	water
ears	land	sand	went
eat	long	school	were
ever	love	shall	wing
eye			year

SUPPLEMENTARY WORK

I

and	bat	bad
all	can	sit

Choose one of these words. Write all the words you know in that word family. Then choose another and write the words of that family.

II

pig	get	not
fun	hill	tell

Write the words you know in the family of each of these words.

III

Two and three make ——

Four and two make ——

Five and —— are nine.

Six and —— are ten.

Be sure you put the right word in each blank.

IV

Sit down.	Eat your food.
Jump up.	Read to her.
Help him.	Take care of the baby.
Run fast.	Give the cat some milk.

Ask someone to read these sentences to you while you write them.

V

1. Ned has been to school only two years.

2. I like your blue hat very much.

3. Hear the birds sing. They like to sing to us.

4. When we first went to school, we did not have many books.

5. Have you any new flags? My father told me to buy one.

6. Will you ask your mother if you may come to see our dear baby some day?

VI

Who was in the room ?

Two boys were in the room. I saw them. The big one went away. You have never seen that boy.

VII

The boy and —— took a pail up the hill. They fell —— with it when the pail was full of ——. They ran ——.

Boy Blue went to —— and let the cows get into the ——.

sleep	water	down
girl	corn	home

Find the word to fill each blank and then write the sentences.

THIRD YEAR



1

How can we earn some money?

money earn some how

2

We will use the money to buy fresh milk.

fresh use to buy milk

3

We will give the milk to some little babies.

babies little give

4

The babies need the milk very much. It will make them grow.

need grow much very

5

any	come	went
down	first	were
only	school	been

Let us find out how well we remember these words from the second year.

If you make any mistakes, keep on trying till you get every word right. Wouldn't it be a good plan to write in a notebook all the words that give you trouble?

6

Let us make some candy. That is a good way to earn money. We can sell it on Friday.

candy Friday that good

7

We shall put the candy into small bags. We shall sell them at ten cents each.

each small cents into

Copy the sentences and make sure you know how to spell every word. Be ready to write the sentences without a mistake when your teacher reads them to the class.

8

please
Tuesday
dear
mother

Dear Mother,
Will you please help me
make some candy on Tuesday?
Mary

You may sign your own name when you write this letter.

9

money	earn	fresh
use	need	please
little	Friday	Tuesday

10

Ten cents
each

Help us buy
milk for the
babies.

Please buy
our candy.

Copy these signs for the candy sale. Then see if you can write the signs without looking at the book.

11

asks

who

they

when

what

one cent

father

many

our class

Here are some more words from the second year. Try to get them all right so that you won't have to add any to the list of troubles in your Word Book.

12

Hear the birds sing.

See how blue the sky is.

We have been in school only two years but we can read this new book.

Find out if you can spell all these words from the second year.

13

crow
snow
blow

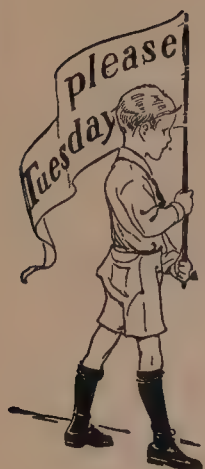
low
slow
flow

What letters are alike in all these words?

See who can make the best stories about these words.

You might say,

Crows do not mind snow.



14

I know a new game. I will show you how to play it. My father shows me how to play many games.

know

show

shows

Be careful about the words on the two flags on these pages. If you spell them right every time, you go marching ahead with flags flying.

Later you will find other words up in the corners of some of the pages. Be sure you can spell them all.

15

Please stand in a row. I will throw the ball to you. I know you can catch it.

row

throw

catch

Listen carefully and see if everyone in the class says *catch* correctly.

What is the second letter in *catch*? What is the third letter? Be sure you remember that at.

16

PUSH

 pull
push

 door
floor

PULL

Here are two signs which we sometimes see on doors. What other signs can you write?

17

grand

ill

bay

shell

Do you remember the word families we studied in the second year?

Write the words of this lesson. Then under each write words belonging to that family. Who can make the longest list? Be sure you spell every word right.

18

Did you see our dog looking at us? He was asking to be fed. He saw us eating some cake.

look	looking
ask	asking
eat	eating

Pick out the long words in this list. How are they different from the short words? Now you can tell how these long words are made.

See if you can make *ing* words with *throw*, *catch*, and *earn*.

19

slow	push	shows
door	floor	pull
catch	blow	asking

20

My father knows how to make toys. He shows us how to play with them. Please come home with me on Tuesday or Friday to see our new toys.

Do not get caught on any of the words when you write these sentences.



Doesn't this picture look as if you could make up a spelling lesson about it?

Choose some of the things shown in the picture. The teacher will write on the board the names of the things chosen. The class may then vote for the words to be used for the spelling lesson.

When it rains, we have to stay in the house.

stay

house

rains

when

23

It is raining now. We are staying in the house and playing games.

raining staying playing

Tell how each word in this list is made.

Make *ing* words from *pay*, *sing*, *fix*, and *jump*, and write them.

24

I saw you playing under a big tree in the park on Wednesday. What were you doing?

doing Wednesday under tree

Watch the letters in W e d n e s d a y very carefully.

25

The baby was crying. I was trying to sing her to sleep. I was singing of little birds flying in the sky.

crying trying flying

Make *ing* words from *dry*, *buy*, *fry*, and *say*, and write them.

catch

Wednesday

Saturday

ring

king

bring

thing

swing

string

Can you make up a story and use these words?

26

27

call calling

fill

filling

fall falling

tell

telling

roll rolling

smell

smelling

Read these words aloud to your teacher. She will tell you if you say them correctly.

28

Our class is going to the lake on Saturday.
We shall all go on the train.

going

Saturday

train

lake

29

under

house

trying

doing

swing

bring

rain

train

Wednesday

staying

calling

string

30

I want ten cents to buy a ball. I have seven cents now. I need to earn —— cents more on Saturday.

want more seven earn

Be sure to fill the blank with the right word.

31

Sunday Monday Thursday

What must we remember about the first letter when we write the names of the days?

See if everyone in the class can write all the names of the days in the right order. How many days are there?

32

chop	lift	spot
slip	most	jump

Write these words without studying them. If you can spell them all, use this lesson time to study the words in your own Word Book.

Write the words that are printed up in the corner of pages 45 and 50.

33

rock

sick

lock

brick

block

trick

What letters are alike in the words of the first column?

What letters are alike in the second column?

34

The clock has a face and two hands. It tells us the time with its hands.

clock

face

its hands

time

35

race

place

rice

mice

lace

space

nice

price

Read the words that end with *ace*. Then read the *ice* words.

36

The clock goes on and on and never stops to rest. It never goes to sleep.

goes

rest

never

sleep

Write another sentence with the word *goes* in it.

37

I know how to tell time. I can read what the clock says with its two hands and its round face.

its
goes
says

says

know

round

its face

Write another sentence using the word *says*.

38

hair

nail

skin

foot

Do these words make you think of others? Perhaps you can make a list of your own. Your teacher will help you spell the words.

39

more

want

sick

trick

seven

goes

hair

says

price

round

place

Monday

Are any of these words in your list of troubles in your Word Book?

40. Star Words

catch goes please says
Saturday shows Tuesday Wednesday
its hands We know.

Here are the words that have been printed up in a corner of some of the pages. If you can get all these words right, perhaps your teacher will put your name on the black-board with a star after it.

New Words in Lessons 1-40

This list does not include words reviewed from the lessons of the second year.

asking	foot	place	slow
babies	fresh	playing	small
bay	Friday	please	smell
block	goes	price	smelling
blow	going	pull	snow
brick	grand	push	space
bring	hair	race	spot
calling	house	rain	stay
candy	ill	raining	staying
catch	its hands	rains	string
chop	know	rest	Sunday
clock	lace	rice	swing
crow	lift	rock	telling
crying	little	roll	thing
doing	lock	rolling	throw
door	looking	round	Thursday
each	low	row	train
earn	mice	Saturday	tree
eating	Monday	says	trick
face	money	seven	trying
falling	more	shell	Tuesday
filling	most	show	under
floor	nail	shows	use
flow	need	sick	want
flying	nice	skin	Wednesday
		slip	

41

sell	slow
asleep	sour
sweet	buy
fast	awake

Here is a word game for you to play.

You know that "a *little* boy" means the opposite of "a *big* boy."

The list above gives some words that are opposites. Find them and write them on your paper, like this:

little big

Who can do it all right in the shortest time?

42

Father goes to town every day. I want very much to go with him. Will he ever take me?

every ever very town

If you take away the last letter of *every*, what word do you make?

See who can make the best sentences with *every*. You might begin, "Every Saturday we ——" or "Every school has ——." Write two of the sentences.

Do you say *every* plainly?

43

The boys have lost their ball in our yard. I know they can find it if they will hunt for it.

their ball yard hunt they

44

its eyes	their arms
its neck	their ears
its nose	their faces

45

I play with my little brother and sister every day. I help take care of them.

sister	care	them
brother	with	every

46

Mother says that we must never let any flies get on our food. They have dirt on their feet.

must dirt flies their feet

47

yard	must	neck	feet
sour	every	dirt	arm
sister	awake	brother	my nose

Play Quaker Meeting with these words. You can find out how to play this game by reading page 102.

48

Keep off the grass.

Please take off your hat.

keep	off	grass	your
------	-----	-------	------

Write a sentence that tells what the boys do with their hats when the flag goes by.

49

Father says that we must look out for the cars when we cross the street.

street	cross	that	says
--------	-------	------	------



50

bee	weed	feed
queen	seed	sweep

What letters are alike in these words?

51

steps

under

found

swing

floor

things

every

their

off

asked

52

When the boys lost their ball, Mother found it under the steps. She found their caps on the floor. She found their books in the swing. She put a box in the hall. She put LOST AND FOUND on it. In it she put all their things as she found them.

Before writing these sentences, make a list of the things that belonged to the boys. Begin with *their ball*.

53

One cold day my mother asked me to feed the birds. I looked for them but did not see any.

ask asked

look looked

Look at the longer words in the list. How are they made? Write a sentence of your own with *asked* in it.

54

I asked her where the birds were. She told me to wait and see.

where wait told were

Ask your teacher if you sound the *wh* in *where* correctly.

55

I put some bread on the snow. Soon the birds came flying down from the trees and ate it all.

bread ate soon snow

56

short	yes		spend	lost
save	push		no	long
found				pull

Be sure you can spell all these words. Then play the game of finding words that are opposites, as you did in Lesson 41.

57

The grass is ____.

A rock is ____.

Cake is ____.

The well is ____.

hard green deep sweet

Find the word that is missing and then write each sentence.

58

It rained all day Saturday. I
 stayed in the house. I played with
 my games and helped my mother.

rained

helped

stayed

played

where

wait

while

59

street

deep

where

short

asked

cross

weed

keep off

played

queen

stayed

ate bread

60

Do not step off the car while it is going. Wait
 till it stops.

while

till

step off

wait

61

ăt

căp

căn

ăm

āte

cape

cāne

cāme

The letter *a*, when it has the sound in *at* and *cap*, is called
short a. Notice how it is marked.

When *a* has the sound in *ate* and *cape*, it is called **long a**.
 How is it marked?

Copy the following list of words. Put into one column the words that have the short sound of *a*. Then put into another column the long *a* words. Mark each short *a* and each long *a*.

place, shall, glad, take, catch, name, save.

Keep the lists that you make for Lessons 61, 62, and 64.

62

bĭt	dĭm	ĭf	ĭn
bīte	dīme	wīfe	nīne

The letter *i* in some words is short, as in *bit*. In other words it is long, as in *bite*.

Copy the following list of words in two columns. In the first column put the words that have the short sound of *i*. In the second column put the long *i* words. Mark each short *i* and long *i*.

bring, price, mine, nice, thing, five, sick.

63

Keep a — on your face — we — out of the room. Wait for me where you see a — of sand.

smile	pile	file	while
-------	------	------	-------

See if you can put the right word into each blank when you write these sentences.

64

h ^ö p	r ^ö b	n ^ö t	ö ⁿ
h ^ō pe	r ^ō be	n ^ō te	b ^ō ne

What can you tell us about the letter *o* in these words?

Copy the following words in two columns and mark each short *o* and long *o*.

home, lock, from, more, nose, spot, clock.

Now lay on your desk the papers you have written for Lessons 61, 62, and 64. Look at the words in the columns of long sounds. They are all alike in one thing. What is the last letter of every one of these words?

When we say *cape* or *bite* or *hope*, we do not sound the last letter, but this silent *e* has its work to do. In *cape*, it shows you that the *a* is long. What does it do in *bite*? In *hope*?

If we forget the silent *e*, we do not say what we mean. Wouldn't you be ashamed to say, "I *hop* you are coming to see us"? If we are careful to spell words correctly, we shall save ourselves from saying some foolish things.

65

hid	hide	cap	cape
hop	hope	bit	bite

Say each of these words aloud and be sure you know what it means. Then make a sentence about each word.

66

The street is ——— .

Will you give me a ——— ?

Keep on the ——— when you ——— down the hill.

side

ride

slide

wide

67

On Wednesday we are going to take a walk in the woods. We shall walk a mile.

walk mile woods Wednesday

68

It is too bad the baby cannot come with us. Mother says he is too little. The baby must not walk too soon.

too- soon

too little

cannot

Look very carefully at the little word *too*. If you think of too soon, it may help you to remember that oo.

What two words are put together to make *cannot*?

69

rĕd	nĕst	ĕnd	mĕnd
mē	bē	hē	shē

What can you tell about the letter *e* in these words?

Copy the following words and mark them to show the long and short sounds of *e*.

fresh, went, rest, we, cent, shell, help.

70

gate	hate	age
late	date	page

Write these words without studying them. The children who get them all right may do Lesson II on page 102.

71

Father is going to the woods with us and my big brother will go too. The baby must stay at home, and so my mother says she will stay too.

You find that same too in these sentences. Look out for it. It is too hard for some children.

72

page	bite	wide	note
nest	gate	mend	age
wife	slide	late	woods
file	walk	smile	too soon

Write all the words that have been printed up in the corner, on pages 59 and 61.

73

While we are in the woods, my father will make a fire. We are all going to pick up sticks for the fire.

fire	sticks	pick	while
------	--------	------	-------

74

At noon my father will cook some meat over our fire. If we catch any fish, he will cook them too. I wish you were going with us.

meat	fish	wish	noon
------	------	------	------

If you say to yourself, "We eat meat," it may help you to remember that ea in the meat that you eat.

75

When the baby tries to walk, he falls down. He cries till I run to pick him up.

tries	till	when
cries	walk	down

too
tries
cried
tried

76

When we went off in the car this noon, the baby waked up and cried. We tried to keep very still.

tried	cried	waked	still
-------	-------	-------	-------

77

hope	bone	pole	rose
rope	stone	stole	nose

Make sentences about these words, like the sentences in Lesson 66. Leave blanks for the class to find the right words.

78

fire	stone	pick	noon
rose	tries	wish	waked
stick	stole	still	eat meat
tried	cries	rope	Please come too.

Dear Father,

While you have been away, we have tried to be very good. The baby has not cried much. Please come home soon. You have been away too long.

With love,

Ned

There are words in this letter that may catch you if you aren't watching. Be sure you can spell them all.

80. Star Words

asked	off	wait	their hands
cried	tried	where	too little
every	tries	while	

See if everyone in the class can get all these words right. Be sure that *you* are not the one who spoils a perfect record for the class.

New Words in Lessons 41-80

This list does not include words reviewed from earlier lessons.

age	feet	note	stick
arm	file	off	sticks
arms	fire	page	still
asked	fish	pick	stole
asleep	flies	pile	stone
ate	found	played	street
awake	gate	pole	sweep
bee	grass	queen	sweet
bite	green	rained	their
bone	hard	ride	things
bread	hate	rob	till
brother	helped	robe	too
cane	hid	rope	town
cannot	hide	rose	tried
cape	hope	save	tries
cried	hunt	seed	wait
cries	keep	short	waked
cross	late	side	walk
date	looked	sister	weed
deep	meat	slide	where
dim	mend	smile	while
dime	mile	soon	wide
dirt	must	sour	wife
end	neck	spend	wish
every	nest	stayed	woods
faces	noon	step	yard
feed	nose	steps	yes

81

Here are eight cards. If we add four more, we shall have ——.

here eight add cards

Write a sentence of your own using the word *here*.

82

My big brother gave me eight cents. I spent two cents. I have —— cents left. Here they are.

spent left gave two cents

Write a sentence using the word *gave*.

83

life	child	swim
mind	ship	wild

Does everyone in the class remember how to mark the long sound of *i*? How do you mark the short sound?

In the list for this lesson find the words with long *i*. Write them in a column. Then write the words with short *i* in another column.

84

If my ball goes into the street, I must look up and down the street before I run after the ball.

before	after	goes	street
--------	-------	------	--------

85

I drink fresh milk every day. It makes little children grow. We all need a pint of milk each day.

drink	pint	every	need
children	each	grow	fresh

86

Before we come to school, we drink a glass of milk. Each one in the class has done this every day. All the children have tried to keep well.

one	has done	glass
done	have done	class

Look at *one* and *done*. Spell both words aloud. Write both words. Think of one when you spell done.

here
before
children
done

ink	bank
pink	thank
sink	drank

87

Who can make the best stories with these words?

88

card	mind	add	swim
after	left	done	children
life	wild	pint	eight girls
before	thank	drank	Come here.

If you fail on any of these words, be sure to write them in your Word Book. Study them until you know them all.

89

I have not seen your brother this week. I saw him once last week. Ned says he has gone away.

once last week has gone have seen

What difference do you notice in spelling *one* and *once*?

Listen carefully and see if everyone in the class says once correctly. What is the last sound?

90

walk

felt

cool

talk

belt

tool

As soon as you can prove that you know all these words, you may do Lesson III on page 103.

91

In May my father takes us on a long walk. He has done this once every year. We have asked him where we are going this year. He says we must wait two more weeks before he will tell us.

Write these sentences without studying them. If you can get them correct, you will prove that you have learned to spell some hard words.

92

I know how to spell every word. I have done all my work. How many other children have done all their work?

word

spell

many

work

other

know

once
week
February
led

93

February	April
January	March

Be sure you remember the ru in
Feb ru a ry.

Write the names of the first six months in the order in which they come. Which names do you need to study?

94

December September October August

Write in order the names of the last six months of the year. Which names do you need to study?

95

star	start	dark
part	party	mark

Make some sentences with these words.

96

The boy who spelled best led our line last week.
I hope it will be led by a girl next week.

led the line	best
next week	spelled

Write a sentence of your own using *led*.

97

A	asked	April	August
B	babies	before	bread
C	catch	children	cried
D	dirt	December	done
E	eight	earn	ears

Here is a new way to make a review lesson. On the top line we have words that begin with the letter *a*. What can you tell us about the words on the second line?

Can you spell all these words?

98

F	February	flies	I	ink	into
G	goes	gate	J	June	July
H	house	helped	K	know	keep

99

Ned and his sister have gone away. They have moved to the city. We hoped to see them before they went away.

hope	hoped	city
move	moved	have gone

100

Can you write the letters of the alphabet quickly in correct order? When you are old enough to use the dictionary and the telephone book, you will be glad that you know the letters of the alphabet.

See who can write all the letters first. The teacher will keep time. Of course every letter must be written carefully.

Now write the letters from L through P, and after each write two or three words beginning with that letter, as in Lesson 97.

Look your paper over afterwards and see if you have spelled each word correctly. Is your paper as neat as you can make it?

101



MEAT
MARKET



FLOWERS



CAKE
SHOP

meat

shop

market

flowers

Here are three signs that we sometimes see in windows. Write some of the signs that you have seen on your way to school.

102

Once I put the stem of a white flower into red ink. It drank the ink and became pink. Some day I am going to try white flowers in green ink and blue ink.

white

stem

blue

became

drank

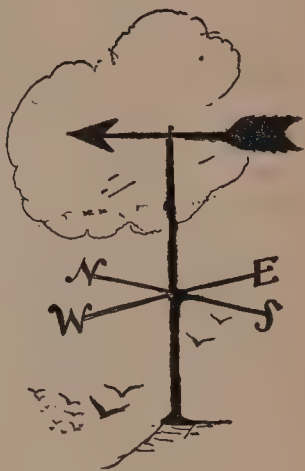
green

103

north east south west

Have you ever looked at a weather vane on a barn? There is usually an arrow that swings around. There are also four pointers. What do they tell us?

How many words have you added to your Word Book lately? Are you studying them?



104

hoped

felt

other

mark

became

talk

gone

moved

white

east

tool

next week

flower

start

February

led the line

105

word	queen	May	use
please	once	very	Tuesday
Saturday	round	little	November

The first letter of each word in this list comes in the last part of the alphabet. Copy the words and cut up your list so that each word will be on a separate piece of paper. Then lay the words on your desk in the order of the alphabet.

See who can do this first and get every word right. Your teacher will keep time.

106

We are making a house for the dolls. We are having a good time. Are you coming to play with us next week?

coming making having

Look at the three words in today's lesson.

Come, coming; what happens to that *e* in *come* when we make the word *coming*?

What happens to *have* when we make *having*?

How do we make the word *making*?

107

I saw you taking the baby to the park Saturday. You were giving her a ride in your red cart. I was just coming home from the market.

coming making having taking

taking	just	cart
giving	home	market

Look carefully at the words *taking* and *giving*.

108

Father is going to take us for a ride. He almost always takes us riding for an hour on Wednesday.

almost	an hour	going
always	riding	Wednesday

Look very carefully at the words *almost* and *always*. Use only one *l* here.

REMEMBER : Always one l in almost.

109

My brother is going to the ball game today. I want to go too, but he said he could not take me.

said	could	today	want
------	-------	-------	------

Look out for too!

just
hour
almost
always
said
could

110

He said that I was too small to go so far alone. I have been to the ball park once. I think I could find the way again.

again alone think once

Here is another too!

111

coming	could	said	having
just	today	taking	again
making	almost	alone	think
always	giving	riding	an hour

Write all the words that have been printed up in the corner, on this page and on pages 72, 74, and 79.

112

Here is a post card that shows our school and yard. Let us send it to Miss Stone. We must write her name on it. We must make the writing look just as well as we can.

write	Miss	here
writing	post card	send

113

back

town

pack

drown

sack

brown

again

write

writing

If you get these words right the first time, you may do Lesson IV on page 103.

114

Please put that book back in its place. Did you think it was ours? My sister says it is not hers. The boys say the book is not theirs. Mother thinks it is yours.

hers

yours

theirs

its

ours

115

I almost always make my writing look well, but this time I could not do it. Please wait while I write the words again.

Write these sentences without studying them.

116

dimes

pies

faces

roses

blocks

fires

places

houses

Write eight numbers and after each write one of the above words, as *four houses*.

117

class	classes	box	boxes
glass	glasses	fox	foxes
dress	dresses	dish	dishes

Write *one* or *two* before each of the words in today's lesson.

118

back	places	writing	four roses
yours	pack	theirs	seven boxes
dishes	post	brown	eight dimes
drown	dresses	glasses	Write to me.

119

Dear Father,

The baby is just as good as gold. He almost walked alone today. Please write to me soon. We always miss you when you are gone.

With love,
Ned

Show your teacher how well you can write this letter without studying any of the words in it.

120. Star Words

again	done	taking
almost	February	a week
always	having	writing
before	just	an hour
children	making	led the way
coming	once	Come here.
could	said	Write to me.

Be ready to do your part in making a perfect record for the whole class.

New Words in Lessons 81-120

This list does not include words reviewed from earlier lessons.

add	cool	hers	next	south
after	could	hoped	north	spell
again	dark	hour	November	spelled
almost	December	houses		spent
alone	dimes	ink	October	star
always	dishes		once	start
April	done	January	other	stem
August	drank	July	ours	swim
	dress	June	pack	
back	dresses	just	part	taking
bank	drink		party	talk
became	drown	last	pink	thank
before		led	pint	theirs
belt	east	left	places	think
best	eight	life	post	today
blocks	February	line	post card	tool
boxes	felt			
brown	fires	making	riding	week
	flowers	March	roses	west
card	foxes	mark		white
cards		market	sack	wild
cart	giving	May	said	word
child	glass	mind	send	work
children	glasses	Miss	September	write
city	gone	miss	ship	writing
classes	having	move	shop	
coming	here	moved	sink	yours

121

Always take off your rubbers when you go into the house. You do not need them there. Where do you need them?

there where rubbers take off

What letters are alike in *there* and *where*?

Write a sentence of your own using *there*.

122

My brother is going to have a birthday party on Wednesday. There will be eight boys and girls there. We hope the sun will shine. We want to have a fine clear day.

birthday fine shine clear

Watch the word there!

123

We must wash our hands before going to the table. Our hands must be clean when we are eating.

clean	wash	must
table	before	eating

124

I like to hear the band play. I always try to stand near it so that I can see the men who beat the drums.

near hear beat drums

Write in your Word Book a list of words in which *ea* has the same sound as in *near*.

After writing your list, see if you remembered the words you studied in Lessons 7, 8, 44, 74, and 103.

125

We had ice cream for dinner last Tuesday. It was made by my sister. She was making it when I came home at noon.

ice cream made by dinner making

Write a sentence of your own using *made*.

126

When my mother and I got on the car this morning, every seat was taken. A kind man gave her his seat.

seat kind heat
morning neat fear

Make sentences in which you use *heat*, *fear*, and *neat*.

127

dirty	small
near	poor
rich	cool
warm	far
large	clean

Find the words that are opposites as you did in Lesson 56. Write them in pairs.

128

Mother gave the two children an apple. . She cut it into two parts so that they could each have a half.

half apple could children

Write a sentence of your own about *half* of something.

129

clear	table	near	apple
shine	seat	dirty	rubber
heat	half	large	there are
cream	warm	clean	beat a drum
birthday	dinner	morning	Who made it ?

If you can prove that you know all these words, you may do Lesson V on page 103.

there

near

half

corn

horn

born

130

lump

pump

bump

camp

damp

tramp

131

don't I do not think we can go to the park.

I don't think we shall go this week.

isn't It is not too late to go there now.

It isn't far away.

Don't is a short way of writing two words. What are the two words? What letter is left out?

What letter is left out in *isn't*?

How do we show that a letter is left out?

132

as black as coal

as soft as silk

as blue as the sky

as round as an apple

silk

black

soft

coal

blue

round

133

can't
 didn't
 friend
 please
 February

Dear Tom,

Can't you come to see us again soon? You didn't stay very long in February. Please come just as soon as you can.

Your friend,
 Ned

In the word *friend* we write fri and then end. Remember the *i*.

Ask your teacher if you say *can't* correctly.

134

when	white	thin	think
where	whip	third	throw
while	wheel	thing	Thursday

Say the words *went* and *when* aloud and listen for the sound of *h*. Be sure to remember the *h* when you speak and write words like when and where.

We have to watch the words beginning with *th* too.

Say the words in today's list aloud carefully. Be sure that you can spell them correctly.

don't
isn't
can't
didn't

135

In our new book there is a story about some little mice. They lived in a barn. A big white cat lived there too. The mice were afraid of the cat.

afraid	barn	live	mice
story	about	lived	new

136

They were afraid the cat would eat them. If they went out to look for food, she tried to catch them. So the mice said they would hang a bell on the cat. Then they could hear her coming.

would	hang	catch
could	then	tried

137

The plan was a good one, but the cat still goes without a bell. Do you know why the mice didn't carry out their plan?

carry	why	didn't
without	goes	their plan

138

bump	can't	silk	then
third	born	black	isn't
story	coal	don't	lived
afraid	about	why	whip
wheel	friend	barn	soft
without	carry	tramp	they would

139

supper	dinner	kitten
summer	carry	letter

Look carefully at these words. There is something you have to remember about each word when you spell it.

140

We had been running and we were getting very hot.

I am trying to stop dropping letters at the ends of words.

run	run ning	drop	dropp ing
get	gett ing	stop	stopp ing

What do you have to remember when you write the longer words of this lesson?

afraid
without
running
dropped
stopped

141

The clock has stopped. The baby tried to play with it and dropped it this morning.

dropped stopped

Write sentences of your own using some of the words of Lessons 140 and 141.

142

There was once a girl who had a pail of milk to sell. She walked along with the pail on her head. She was thinking about what she would buy with the money.

head along a pail
thinking money would buy

143

All at once the girl gave her head a toss and down came the milk. She had nothing left to sell. There was only some spilt milk.

toss spilt only
nothing left some

144

Mother sent me to the store to buy some eggs. On the way home I dropped the eggs and broke them. I ran home crying.

Mother told me not to cry over spilt milk. What did she mean? I didn't have any milk.

mean	sent	any	over
store	broke	crying	told

145

Dear Father,

It has been raining hard. The raindrops washed our windows on the outside. I washed them on the inside.

Your little
Mary

inside
outside
raindrops

What short words do you find in each of the words of this lesson?

Find the short words in each of these words:

playroom	bluebird	birthday	snowball
----------	----------	----------	----------

146

There are three winter months and three spring months. The names of the winter months are —, —, and —.

winter spring months names

Write a sentence telling the names of the fall months.

Turn to page 105 and study the short way of writing the names of the months.

147

When spring comes, we plant seeds in the garden. In the winter we have flowers in boxes in our south windows. We have done that every year.

plant	window	boxes
garden	flowers	have done

148

Keep to the right.

Turn here.

Pass on the left.

U. S. Mail

turn	pass	mail
right	here	keep

149

Always keep the windows open at night in the room where you sleep. We all need fresh air at night. We can't get it if the windows are shut.

air	open	can't
night	shut	always

Write all the words that are printed up in the corner of the pages, beginning with page 88.

150

tonight
sorry
broken
friend
don't
without

Dear John,

We are all sorry to hear that you have broken your leg. We don't have any fun without you. I have sent you a book by mail tonight. Write and tell me how you like it.

Your friend,
Ned

If you can spell the words in this lesson, you may write a list of things Ned might like to send John. Your teacher will help you spell the words you need.

right
tonight
friend
such

151

My brother and I have a new boat.
We are going to sail it on the pond
tonight. The wind will make the
boat go fast. Last night we had a
race and our boat led all the others.

boat	wind	others
to sail	pond	it led

From your Word Book make up a list of words on which you think the class should be tested. The teacher will write the best list on the board.

152

Little brook ! Little brook !
You have such a happy look.

Little brook, sing a song
Of a leaf that sailed along.

such	leaf	along
happy	brook	sailed

Ask your teacher if you say *such* correctly.

153

Mother has gone to visit her friend Mrs. John White for a week. Mr. White has a large farm. They both visited us last winter.

Mr.	visit	farm
Mrs.	visited	both

What mark do we always write with *Mr.* and *Mrs.*?

Write the names of two men and two women, using *Mr.* or *Mrs.* with each name.

154

coming to school	running down the hill
having a good time	writing words
bringing the mail	getting up in the
taking a ride	morning

Read the above words aloud. Your teacher will tell you if you say them correctly. Be sure that you can spell them all.

We sometimes make mistakes in spelling because we do not speak words clearly and correctly. If you say *coming* as if it ended with the letter *n*, you are likely to write it that way too.

155

Isn't there any more ice cream? You gave us such a little bit tonight. You have always given us more than this. Who has taken it?

gave have given has taken than

156

It is almost time to begin planting seeds in our garden. We began in April last year. We didn't have to wait long before we could see that the plants had begun to grow.

begin began had begun

157

night	leaf	window	stopping
mean	begin	such	winter
supper	happy	brook	outside
began	head	visit	tonight
broke	along	sorry	given
garden	summer	kitten	to sail
boat	month	open	right hand
bringing	store	nothing	Mail a letter.

158

When my mother saw the baby coming into the room, she stopped writing and dropped her pen. He had been running fast. He cried while she was taking off his cap. He tried to talk but was crying too much. Mother was having a very hard time with him. She could not find out what he was afraid of.

This is a test of hard words you have learned to spell this year. See if you can write the sentences from dictation without studying them.

159. Star Words

afraid	friend	running
can't	half	stopped
didn't	isn't	such
don't	near	tonight
dropped	right hand	without

Would you like to go there?

160. Star Words

afraid	done	making	tried
again	don't	near	tries
almost	dropped	once	Tuesday
always	every	please	wait
asked	February	running	Wednesday
before	friend	said	a week
can't	goes	Saturday	where
catch	half	says	while
children	having	shows	without
coming	an hour	stopped	write
could	isn't	such	writing
cried	just	taking	
didn't	know	tonight	

too short

Here it is.

its feet

Keep off.

their names

Would you like to go?

led the line

There are many more.

your right hand

New Words in Lessons 121-160

This list does not include words reviewed from earlier lessons.

about	cream	isn't	pond	supper
afraid	damp	kind	poor	table
air	didn't	kitten	pump	taken
along	dinner	large	raindrops	than
apple	dirty	leaf	rich	then
barn	don't	letter	right	there
beat	drop	live	rubber	thin
began	dropped	lived	rubbers	thinking
begin	dropping	lump	running	third
begun	drum	made		tonight
birthday	drums	mail	sail	toss
black	farm	mean	sailed	tramp
boat	fear	months	seat	turn
born	fine	morning	sent	
both	friend	Mr.	shine	visit
bringing	garden	Mrs.	shut	visited
broke	getting	names	silk	
broken	given	near	soft	warm
brook	half	neat	sorry	wash
bump	hang	night	spilt	wheel
	happy	nothing	spring	whip
camp	head	open	stopped	why
can't	heat	outside	stopping	wind
carry	horn	pass	store	window
clean	ice cream	plan	story	winter
clear	inside	plant	such	without
coal			summer	would

SUPPLEMENTARY WORK

I. QUAKER MEETING

In Quaker Meeting no one speaks a word. One child goes to the blackboard and writes f – – g. He points to another child, who writes the full word under the word with dashes, thus f – – g

flag

If the second child makes a mistake in spelling, the first shakes his head and points to a third. Then the third child tries.

When the correct letters have been written, the first child nods and takes his seat, and the other writes a word.

Any word that has the right number of letters is counted correct, even though it may not be the word the first child has in mind. For instance, *frog* might be written instead of *flag* above.

II

plant	hope	make	home
hide	we	store	bring
dress	back	race	then
milk	think	still	send
five	best	nine	sad

From this list, write the words with a short vowel in one column and those with a long vowel in a second column.

III

white

green

red

black

brown

blue

Write each of these words, and after it write the name of something, as *white snow*.

IV

sweet

dark

sour

round

hard

soft

little

warm

big

small

fast

long

Think of something that is *sweet*. Then make up a group of words like those in Lessons 57 or 132. Do the same with the other words of the list. The teacher will write the best ones on the board.

V

From the garden we get ____.

From the farm we get ____.

From the store we get ____.

Think of ways in which you can finish these sentences. Write the sentences. Your teacher will help you spell the words you want to use.

VI

We cannot go to the farm today. Tom did not start in time for us to catch the first car. Is it not too bad? I do not know when we can try again.

Write these sentences, using a word in place of the words with a line under them.

VII

cream	yours	broke	right
tonight	eating	kind	given
mean	farmer	half	about
drum	nothing	store	queen
left	planning	walked	under

Write these words in the order of the letters of the alphabet.

VIII

fire	out	room	bird
bed	sun	side	drop
rain	blue	shine	man

Build words by putting together two words from this list.

IX

Here are some shorter ways of writing some words you have studied.

Sun. — Sunday	Thurs. — Thursday
Mon. — Monday	Fri. — Friday
Tues. — Tuesday	Sat. — Saturday
Wed. — Wednesday	

Jan. — January	—— — July
Feb. — February	Aug. — August
Mar. — March	Sept. — September
Apr. — April	Oct. — October
—— — May	Nov. — November
—— — June	Dec. — December

impression
afternoon

Congratulations
fashioned

